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THE IMPACT OF DYNAMIC WRITTEN CORRECTIVE FEEDBACK ON ARAB EFL INTERMEDIATE STUDENTS' WRITING ACCURACY

Esraa AbdulRahman AlYousef

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United Arab Emirates University

College of Education

Department of Curriculum and Methods of Instruction

THE IMPACT OF DYNAMIC WRITTEN CORRECTIVE FEEDBACK
ON ARAB EFL INTERMEDIATE STUDENTS' WRITING
ACCURACY

Esraa AbdulRahman AlYousef

This thesis is submitted in partial fulfillment of the requirements for the degree of
Master of Education (Curriculum and Instruction)

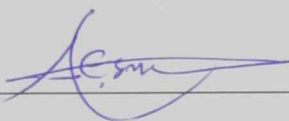
Under the Supervision of Professor Ali Shehadeh

November 2019

Declaration of Original Work

I, Esraa AbdulRahman AlYousef, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*The Impact of Dynamic Written Corrective Feedback on Arab EFL Intermediate Students' Writing Accuracy*", hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Professor Ali Shehadeh, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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Date: Nov. 27th, 2019

Declaration of Original Work

I, Esraa AbdulRahman AlYousef , the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*The Impact of Dynamic Written Corrective Feedback on Arab EFL Intermediate Students’ Writing Accuracy*”, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Professor Ali Shehadeh, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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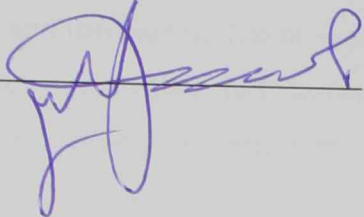
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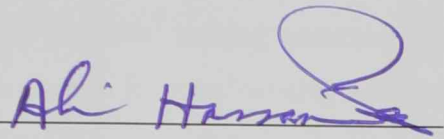
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Abstract

This thesis is concerned with finding the impact of applying dynamic written corrective feedback (DWCF) on Arab intermediate EFL learners' writing accuracy. The current study focuses on the writing components of content, organization, grammar, vocabulary and mechanics. The main objective of this thesis is to examine how DWCF can affect intermediate EFL learners' writing accuracy. The research included 38 grade eight learners as participants of the study. Both quantitative and qualitative research methods were used. The quantitative data was collected via the use of pre-posttest research instruments while the survey research instrument gathered the qualitative data. The study found that DWCF has a positive impact on these intermediate EFL learners' writing accuracy. The research results showed that the significant difference in learners' writing accuracy between control and experimental groups was on four components (organization, grammar, vocabulary and mechanics). Also, the participating students expressed positive perceptions and attitudes toward the use of DWCF. The study demonstrated that DWCF helps teachers to scaffold students' writing accuracy from early ages by providing students with frequent corrective feedback that helps them to improve their writing skills.

Keywords: Corrective feedback, dynamic written corrective feedback, writing components, students' perceptions.

Title and Abstract (in Arabic)

تأثير التصحيح الإملائي الديناميكي على دقة الكتابة لدى الطلاب العرب في المرحلة الدراسية المتوسطة

الملخص

إن الهدف من هذه الأطروحة هو معرفة تأثير التصحيح الإملائي الديناميكي على دقة الكتابة لدى طلاب المرحلة الدراسية المتوسطة. تناولت هذه الدراسة عناصر الكتابة الخمسة: المحتوى وتنظيم الكتابة والنحو والمفردات والتدقيق الإملائي. تم تطبيق الدراسة على 38 طالبة عربية من الصف الثامن. اشتملت هذه الدراسة على منهجي البحث الكمي والنوعي لجمع البيانات اللازمة للإجابة على أسئلة البحث. قامت الباحثة باستخدام أداة البحث (pre-posttest) لجمع البيانات الكمية، كما وزعت الباحثة الاستبيان على الطالبات المشاركات في البحث للحصول على البيانات النوعية للدراسة.

أهم نتائج هذه الدراسة هو إثبات صحة التأثير الإيجابي للتصحيح الإملائي الديناميكي على دقة كتابة طالبات الصف الثامن العرب باللغة الانجليزية. أظهرت نتائج البحث الفرق الواضح في الكتابة باللغة الانجليزية بين مجموعتي (control group) و (experimental group) في عناصر الكتابة الأربعة: التنظيم الكتابي و النحو و المفردات الجديدة و التدقيق اللغوي. كما أعربت الطالبات المشاركات في البحث اللاتي تم تطبيق التصحيح الإملائي الديناميكي عليهن بانطباعات إيجابية حول استخدام التصحيح الإملائي الديناميكي معهن. أثبتت الدراسة أن التصحيح الإملائي الديناميكي يساعد المعلم على صقل دقة كتابة الطالب في اللغة الانجليزية منذ المراحل الدراسية الأولى لتحسين مهارات الكتابة لدى الطالب في اللغة الانجليزية.

مفاهيم البحث الرئيسية: التصحيح الإملائي، التصحيح الإملائي الديناميكي، عناصر الكتابة، انطباعات الطالبات.

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Dedication

To my precious family who helped me make this dream come true

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List of Abbreviations

ADEC	Abu Dhabi Education Council
BPH	Benign Prostatic Hypertrophy
BS	Bachelor of Science
CMP	Chemical Mechanical Planarization
DWCF	Dynamic Written Corrective Feedback
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	foreign language
KG	Kinder Garten
LIS	Liwa International School
SL	second language
WCF	Written Corrective Feedback

Chapter 1: Introduction

1.1 Overview

Written corrective feedback (WCF) is a powerful pedagogical tool that helps in scaffolding English as a foreign language (EFL) students' writing by locating the places of the errors that students have as they write in English. WCF improves some aspects of writing accuracy for EFL learners, yet WCF does not require all learners to positively respond to it. Interested learners can benefit from WCF and follow up on their errors and try to avoid them because educators use WCF when they have writing classes only. This issue might negatively affect the learner as he or she might lose the interest to figure out the error and fix it. Moreover, educators agreed that WCF could improve the writing accuracy, yet not all the educators are familiar with the practical steps that they have to utilize to scaffold their learners' writing.

In spite of that, correction in terms of identifying learner's errors only (i.e., WCF) does not meet EFL learner's needs. Rather dynamic written corrective feedback (DWCF, to be defined further below) is one of the most useful feedback tools in marking that requires students' attention and understanding. Teachers utilize DWCF by rating students' writing compositions on a more frequent basis compared to WCF. Also, DWCF is an interesting pedagogical tool for learners as it helps them to improve their writing accuracy by receiving instant and frequent feedback from the teacher, which is almost daily. Besides, DWCF allows learners to be more responsible and independent by depending on themselves and searching for their corrections through the shared signs template rather than relying on the teacher to give them the answers. DWCF is a practical pedagogical tool as well for students to explore their weaknesses and overcome them.

1.2 Purpose of the Study

The purpose of this study is to find the impact of using DWCF on intermediate EFL learners' writing accuracy. This study will include the five writing components (content, organization, grammar, vocabulary and mechanics) to identify which one might have a significant difference after the application of DWCF. Also, the current study will use a survey as a qualitative research instrument to find out the perceptions of students utilizing DWCF. Moreover, this study seeks to discover the students' feedback after they have dealt with DWCF to figure out the parts of DWCF that they like, and the parts that students may have difficulties with. With the application of this study on young EFL Arab students, students will be able to identify their errors and avoid them in their other compositions. Besides, this study will help EFL students in gaining more English knowledge as they correct their errors.

1.3 Significance of the Study and Research Questions

This study aims to find the best way to utilize DWCF in the classroom as a result of receiving weak scores on IELTS exams. For example, UAE students received the lowest score in writing among the IELTS participating countries with 4.48 (IELTS, 2018). Consequently, the researcher will conduct this study to find a new technique that may improve students' academic level in writing.

The majority of the research relevant to this study stresses the efficacy of WCF, in general, while other research focuses on a specific type of corrective feedback. However, most current research neglects the application of WCF in classrooms (see, e.g., Bitchener & Knoch, 2010; Ellis, 2008; Farrokhi & Sattarpour, 2012; Ferris, 2006; Sheen, 2007).

Hartshorn and Evans (2015) published a study that matches the aim of the current research, in which the researchers suggested a new pedagogical tool that can improve students' writing accuracy, which is dynamic written corrective feedback (DWCF). Hartshorn and Evans (2015) elaborated on how to apply this new technique in detail, and they involved teachers and students in this process as well.

Second/foreign language (L2) learners tend to make errors while writing their compositions as a result of having L1 interference issues and inadequate understanding of their L2 (Ferris, 2004). Students in the UAE, especially, face this problem when it comes to learning English as a foreign language (EFL). Therefore, corrective feedback (CF) is required for both teachers and EFL learners, primarily coded corrective feedback, where the teacher uses the proofreaders' marks while rating learners' writing compositions. Garner (2009) states that people tend to stutter in their writing. The reason for writing-stutters is that teachers say "do not do this- do not do that" at schools. Some teachers do not provide students with sufficient space to allow them to think freely and explore. As a result, the student will not be able to write whatever he or she wants because they do not have sufficient room for creativity and imagination (Garner, 2009).

Much research has been conducted regarding applying coded corrective feedback on students' errors in their writing (Ferris, 1997; Truscott, 1996). Ferris and Roberts (2001) focused on the importance of the types of feedback that should be given to ESL students- whether implicit or explicit feedback would best help students to improve their form and content.

DWCF is a technique that is derived from coded corrective feedback. This research is set to explore the impact of using DWCF on grade eight female EFL students in the UAE.

Some researchers (e.g., Evans, Hartshorn and Strong-Krause, 2011; Kurzer, 2018; Bakri, 2018) utilized DWCF in different countries around the globe, and they found that it has a positive impact. Despite the importance of DWCF in writing accuracy, Bakri (2018) is the only researcher who has applied DWCF in the Middle East within in an EFL context, while other researchers have applied DWCF in ESL contexts. Also, none of the studies included learners who are younger than 19 years old. The current research seeks to apply DWCF on intermediate EFL learners within the Gulf Region to enrich the research in the Middle East regarding the use of DWCF. Moreover, this study will initiate the application of DWCF in schools to help learners from an early age to write accurately, rather than wait until university or college to learn how to write correctly.

1.4 Research Questions

The study is set to answer the following questions:

1. What is the impact of using dynamic written corrective feedback on intermediate EFL students' writing accuracy?
2. What are the students' perceptions and attitudes towards using dynamic written corrective feedback?

1.5 Summary of Subsequent Chapters

Chapter two will cover the literature review regarding DWCF. Also, chapter two will review the types of corrective feedback, coded corrective feedback, and dynamic written corrective feedback. It will conclude with the research questions. The methodology in chapter three starts by describing the education system in the UAE in order to contextualize the data collection, the design of the study, and the methods followed. Chapter three will describe the participants of the present study, including both teachers and students; research instruments that will be implemented in this study; and the experiment and the procedure of applying DWCF. After that, chapter four will present the results and findings of applying DWCF. The post-test results of both groups will be presented first, then the presentation of students' perceptions of DWCF will follow in the chapter. Finally, chapter five will cover the discussion regarding the findings, the implications of the study, the limitations, recommendations and conclusion of the entire research.

Chapter 2: Dynamic Written Corrective Feedback: Literature Review

2.1 Introduction

This chapter will provide an overview of the current literature related to dynamic written corrective feedback (DWCF). The first section will introduce the theoretical rationale, by mentioning the corrective feedback, and its types, which are oral corrective feedback and written corrective feedback. After that, this chapter will address written corrective feedback (WCF) regarding the contrast of the use of direct WCF versus indirect WCF, shed light on the debate on WCF, and mention focused WCF versus unfocused WCF. Next, the second section of the chapter will present DWCF and it will state the difference between WCF and DWCF. Also, the second section will highlight the significance of DWCF and review the major theories related to it. The second section will review recent studies regarding DWCF. The thesis will review global studies first, then those conducted in the region. Finally, the third section will identify the research gap and state the research questions.

2.2 Corrective Feedback

Corrective feedback (CF) is a pedagogical term that has been used in second language acquisition (SLA). Sheen (2007) defines CF as the information that L2 learners receive from their teachers or peers regarding the grammatical errors that they produce. Also, Sheen and Ellis (2011) note that CF occurs in classrooms, where educators and learners provide it to other learners, or naturally outside classrooms, where native and non-native educators provide it. From the definitions above, CF is not limited to schools only. Learners could receive peer feedback outside of the classroom as well.

Providing CF in classrooms facilitates the learning process, as learners can identify their errors and recognize them easily. CF enhances the learning process, as it increases students' learning and improves their performance. It guides them to identify their errors and overcome them in order to accomplish the target of the lesson. Feedback delivers a positive message to learners in that it explains to them how much their educator cares about their learning. When the teacher provides learners with feedback, they notice that their teacher is aware of their errors, and he or she wants to make sure that learning is taking place (Russell & Spada, 2006). CF has two major types that correct the learners' errors and facilitate the writing process in a way to achieve accuracy in writing.

2.2.1 Types of Corrective Feedback

CF has two major types, oral CF and written corrective feedback (WCF). Both types have a positive impact on learners as they help in scaffolding their learning process by implementing the new information step by step to master a skill. Sheen (2010) states that oral CF occurs when the educator explicitly corrects a learner's error by providing instant correction, or the educator implicitly corrects a learner's error by repeating it or asking for clarification. Whereas, Sheen (2010) stated that WCF only occurs when the educator explicitly addresses the learner's error directly and specifies it by stating the reasons for this error. In all, oral CF can provide explicit and implicit feedback while WCF can only provide explicit feedback.

Sheen (2010) describes the process of WCF as that the educator locates the errors by underlining, highlighting, circling, or coding them by using symbols that refer to the error type in order to make errors clearer to the learners to identify them. In addition, WCF mainly focuses on the writing skill by locating errors made by L2

learners in their writing. WCF has direct WCF and indirect WCF; the former occurs when the educator indicates the errors directly and provides direct correction, and the latter occurs when the educator indicates the errors without providing an explicit correction. The educator adds codes to the errors, so that the learner searches for the correct answer independently. Scholars applied both direct WCF and indirect WCF in their research (DeKeyser R., 2007).

2.2.2 Written Corrective Feedback

WCF has been hotly debated among scholars to figure out the effectiveness of applying direct or indirect WCF on L2 learners' writing. This is because researchers have not yet reached a definite conclusion regarding the efficacy of direct vs. indirect WCF. Because of the debate which was initiated by Truscott (1996), which will be cited later in this section, scholars began examining the effectiveness of focused and unfocused WCF on L2 learners' writing.

2.2.2.1 Direct Versus Indirect Written Corrective Feedback

The effects of direct and indirect WCF remains unclear, based on the contradictory research results in the field. Several research studies claimed that direct WCF serves specific contexts (e.g., Chandler, 2003; Bitchener & Knock, 2010; Farrokhi & Sattarpour, 2012; Van Beuningen, DeJong, & Kuikin, 2012), while other research studies found that indirect WCF, whether coded (e.g., Ferris, 2006; Erel & Bulut, 2007; Ahmadi-Azad, 2014), or uncoded (e.g., Lu, 2010) is more effective. Indeed, some studies found that the effects of both direct and indirect WCF are equal since their research results were equivalent to each other (Semke, 1984; Robb, Ross, & Shortreed, 1986; Ferris & Roberts, 2001; Bitchener & Knock, 2009a). Still, most of these studies found the benefits of focused WCF over the control groups which did not

receive any feedback (Hartshorn & Evans, 2015). According to these studies, research cannot reach a consensus decision regarding which type is the best among indirect and direct WCF. Because of the disagreement, a debate was initiated by Truscott (1996) arguing about WCF, as will be shown below.

2.2.2.2 The Debate on Written Corrective Feedback

Truscott (1996) raised a debate in his article tackling the effectiveness of WCF. He argued that WCF harms learners during their language acquisition process. The article mentioned that there is no significant research showing that error correction benefits learners in acquiring new language skills. Also, Truscott mentioned that even if L2 learners improved their accuracy, there is no solid evidence which can convey that it is related to error correction. He claimed that the improvement might be due to additional writing practice. In addition, as Truscott observed when L2 learners draft their writing compositions, the improvement in their drafts by itself is not convincing evidence of learning. In other words, Truscott believes that educators need to examine L2 learners via exposing the learners to new pieces of writing rather than testing them on the same piece of writing. Also, the article indicated that Truscott related error correction to a simple transfer of information and stated that there is an absence of personalized instruction of L2 learners to acquire the second language. Ferris (1999), however, argues that WCF is critical as it improves the accuracy of L2 learners' writing.

After the debate about direct and indirect WCF, several scholars focused on creating an accountability shift regarding WCF, which focuses more on the use of research methods and WCF practices. Ferris (2004) was foremost among scholars who called for more research about WCF to explore ways to develop it in order to make it

more beneficial for L2 learners. She argued that “we are virtually at Square One, as the existing research base is incomplete and inconsistent, and it would certainly be premature to formulate any conclusions about this topic”. Similarly, Guenette (2007) claimed that most researchers’ arguments about WCF’s effectiveness or ineffectiveness are hard to prove. In addition, he argued that some recent studies were inconsistent due to their inaccurate methodology. Also, Bruton (2009) commented on Truscott’s stance that CF is mainly a waste of time because Truscott did not provide clear explanation on how L2 learners can improve their writing if the feedback was excluded. Another way of developing WCF is derived from the various errors that L2 learners produce in their writing. A critical issue faces educators as they correct the errors is whether to focus on specific errors or to correct all the errors without stressing anyone error type (Hartshorn & Evans, 2015).

2.2.2.3 Focused Versus Unfocused Written Corrective Feedback

After dealing with direct and indirect WCF, scholars discussed the benefits of focused WCF versus unfocused WCF. Scholars first used the unfocused WCF, which is also known as comprehensive feedback. The teacher corrects all the errors that occur in L2 students' writing compositions. Scholars found it time-consuming for teachers, as they were trying to correct each error for all their L2 students, and this process did not have a deep impact on students’ learning process. In unfocused WCF, teachers do not focus on specific errors done by their students because they covered all the errors without focusing on common ones. On the contrary, when scholars shifted to focused WCF, where they stressed the common errors that L2 students have, they found it manageable. Also, this has had a better impact on students’ learning process, as teachers focus on specific and commonly occurring errors and correct them. Therefore,

some scholars prefer focused WCF over the unfocused one, as unfocused WCF may be ineffective, in that teachers correct all the errors without focusing on the vital errors that L2 learners make (e.g., Bitchener, Young, & Cameron, 2005; Ferris, 2006; Sheen, 2007; Bitchener, 2008; Ellis, Sheen, Murakami, & Takashima, 2008; Bitchener & Knoch, 2009; Sheen, Wright, & Moldawa, 2009).

However, some scholars prefer unfocused WCF. They claim that students need it to gain more knowledge about the L2 (e.g., Bruton, 2009; Storch, 2010; Van Beuningen, 2010). For example, Van Beuningen (2010) states that unfocused WCF is more authentic than focused WCF. Ellis et al. (2008) add that WCF is essential, as it addresses various errors. Accordingly, scholars developed a new approach to WCF that is focused and indirect at the same time. This new approach of WCF is called dynamic written corrective feedback (DWCF). DWCF enables teachers to focus during their correction process on the common errors made by L2 learners when they write. Also, DWCF is called dynamic as teachers provide students with instant feedback on the errors by embedding these errors in their lessons and practicing them more with L2 learners (Hartshorn & Evans, 2015).

The following section will discuss DWCF in detail, stating the differences between WCF and DWCF, and mentioning the significance of DWCF. Finally, the section will highlight the theories related to DWCF.

2.3 Dynamic Written Corrective Feedback

Usually, L2 learners struggle until they master their writing to achieve an error-free writing composition. Therefore, scholars found DWCF to solve the obstacles that L2 learners face as they compose their writing. This section will state the definitions

advanced by scholars on DWCF, and it will highlight the differences between WCF and DWCF. Later, the section will draw light towards the significance of DWCF with mentioning the theories related to DWCF as well.

Evans, Hartshorn and Strong-Krause (2011) defined DWCF as follows:

It includes (a) feedback that reflects what the individual learner needs most, as demonstrated by what the learner produces, and (b) a principled approach to pedagogy that ensures that writing tasks and feedback are meaningful, timely, consistent, and manageable for both student and teacher.

Evans and Hartshorn (2011) describe DWCF as follows:

Dynamic WCF is based on the concept that feedback must focus on the most immediate needs of the learner as demonstrated by the specific errors the learner produces. Furthermore, in order to be most effective, this interactive strategy must adhere to four principles to ensure that the feedback is meaningful, timely, consistent, and manageable.

Hartshorn and Evans (2015) state that "Dynamic WCF was designed specifically as an instructional strategy to improve the linguistic accuracy of L2 writing".

2.3.1 Differences between Written Corrective Feedback and Dynamic Written Corrective Feedback

DWCF helps in improving EFL writing accuracy by overcoming two problems that WCF faces. First, applying WCF in EFL writing context is overwhelming for both teacher and learner. When the teacher provides quality feedback to each learner, it is time-consuming, as the teacher needs to give quality feedback to all his or her classes

within a particular time to make sure that learning is taking place. Also, the number of tasks of processing and correcting feedback can be overwhelming for L2 learners. However, DWCF solves this problem by having L2 learners write short paragraphs within 10 minutes, after which the teacher provides feedback on the learners' paragraphs. The L2 learner focuses and corrects the same paragraph until it becomes error-free. Second, in WCF the learning cycle is rarely completed as instructions and feedback mostly fail to address what L2 learners actually produce. Even when learners attend a traditional grammar class with the use of WCF, many learners continue to make the same errors in their writing tasks. Whereas in DWCF, the learning cycle is dynamic; the teacher provides consistent feedback on L2 learners' writing every day until their paragraph becomes error-free. The feedback is related to what the L2 learner actually produces (Evans et al., 2011).

2.3.2 The Significance of Dynamic Written Corrective Feedback

The significance of DWCF is that it focuses on four major aspects of feedback, which are: meaningful, timely, consistent, and manageable. In order to make the feedback meaningful in DWCF, the educator provides indirect feedback in the form of coded symbols that identify the error type and its occurrence in the L2 learner's paragraph. The L2 learner corrects the errors and returns the paragraph to the educator to recheck it. The procedure proceeds until the paragraph is error-free. L2 learners need to be familiar with the coded symbols of the feedback and know how to interpret them correctly. In all, the educator gives student writing a holistic score that measures both linguistic accuracy and the overall quality of the writing. Moreover, feedback in DWCF is timely; L2 learners can refer to their errors immediately as they receive their paragraph marked with coded symbols by the educator. L2 learners can correct their

errors within a short time. Also, DWCF is consistent as L2 learners produce new pieces of writing, and the educator provides them with feedback every class period. Furthermore, feedback in DWCF is manageable because educators have the time to accomplish marking L2 learners' paragraph. Educators provide feedback on short paragraphs written by L2 learners and provide feedback on the same paragraph until the paragraph becomes error-free. In this way, educators can manage the feedback as they are not correcting different paragraphs every day. Also, feedback in DWCF is manageable to L2 learners as they have time to do their tasks properly. Since L2 learners know the coded symbols and can interpret them correctly, they will not waste time on comprehending the meaning of the coded symbols (Evans et al., 2011).

2.3.3 Theories Related to Dynamic Written Corrective Feedback

As learners grasp knowledge from their surroundings, they absorb the information and internalize it to be able to use the information when needed. According to Vygotsky (1978), learners tend to interact with educators and scaffold their zone of proximal development (ZPD). Educators can help learners in their productive writing by facilitating grammar and other linguistic aspects of learning. Since Vygotsky (1978) focused on children about their ZPD, it is reasonable to reflect the ZPD among all learners including L2 learners, because all kinds of learners share the same goal, which is learning and filling their ZPDs with knowledge. Indeed, L2 researchers reflected the ZPD on L2 learners because L2 learners also need educators or their peers to scaffold their ZPD (Lantolf & Apple, 1994). Through the interaction between the educator and L2 learner, the educator may provide L2 learners with feedback that helps them to comprehend the information and use it correctly, especially in writing.

Support for DWCF might be also obtained from DeKeyser's (2007) skill acquisition theory which states that learners need first to obtain declarative knowledge about the language which reflects what learners actually know about the language (e.g., vocabulary, grammar, and mechanics). Second, learners need to have the procedural knowledge which reflects what learners actually write in their paragraph. According to DeKeyser (2007), learners need to be exposed to extensive practice to develop their procedural knowledge, which can result in achieving automaticity in writing. L2 Learners can reach automatization when they produce a piece of writing which is error-free from the first attempt at writing. One of the obstacles L2 learners may face is that they often struggle to transfer their procedural knowledge successfully into new contexts. In order for learners to produce accurate writing and reach automatization, their practice needs to be authentic. Also, learners need to receive WCF based on their pieces of writing which they produce, in order to benefit more and develop their writing skills (Kurzer, 2018). DWCF shares the same aim of skill acquisition theory in which both need learners to reach automatization, yet DWCF focuses on learner's actual production, rather than focusing on how to transfer the procedural knowledge to another context. DWCF provides feedback which is intended to be meaningful, manageable, timely, and consistent.

L2 learners scaffold their linguistic accuracy in their writing as they apply DWCF because it allows them to receive instant feedback from their educators on their errors and overcoming them. According to skill acquisition theory, L2 learners cannot produce their unique writing compositions freely without attention to linguistic accuracy. Consequently, DWCF focuses on linguistic accuracy while L2 learners write by providing positive feedback and frequent practice, so learners will reach automatization while they write. L2 learners will be able to compose their writing

freely without any linguistic obstacles, or they will have only some remaining minor errors (Hartshorn & Evans, 2015).

2.3.4 Summary

This section mentioned definitions of DWCF, and it stated the major differences between WCF and DWCF. Then, the section shed light on the significance of DWCF and highlighted its importance. Also, the section addressed the framework of DWCF and brought into light the two major theories related to it: Vygotsky's (1978) scaffolding argument and students' ZPD and DeKeyser's (2007) skill acquisition theory. The following section will review studies on DWCF in global context. Then, it will review the related studies within the region. Lastly, a research gap will be identified and the research questions for this study will be formulated.

2.4 Studies on Dynamic Written Corrective Feedback

Most of the studies that tested the efficacy of DWCF received positive results regarding linguistic accuracy but did not positively affect rhetorical competence, writing complexity, or writing fluency. This section will review global and regional studies that tackled DWCF.

2.4.1 Global Studies on Dynamic Written Corrective Feedback

Overall, global studies show that DWCF is a new and effective pedagogy technique that positively affects accuracy. The initial short-term studies of DWCF were applied with university L2 learners.

Evans et al. (2011) conducted the first study on DWCF, and they applied pretest-posttest research at Brigham Young University's English Language Center (ELC) in the USA. 47 participants were divided into two groups. The participants

varied between advanced-low to advanced-mid ESL learners who joined an education intensive English program (IEP). The participants were 28 students in the experimental group ranging from ages 18 to 45 years, while 19 students in the control group ranged from ages 18 to 33 years. The duration of the study lasted for a 15-week course that implemented DWCF with the participants. The study examined writing accuracy that focused on delivering an error-free paragraph, rhetorical competence that focused on the organization and the flow of ideas in student's writing, writing fluency that focused on the number of the words that student wrote, and writing complexity which refers to the average number of words used in the unit.

The study results showed a significant improvement in the linguistic accuracy of the participants' writing. Moreover, the study found statistically significant improvements in determiner accuracy (a, an, the), grammatical accuracy, and lexical accuracy. However, the researchers did not find any statistically significant differences between the control and the experimental groups regarding rhetorical competence, writing fluency, and writing complexity. In addition, the analysis of the findings showed no significant differences between the control and experimental groups regarding the use of count and non-count nouns, singular and plural, and verb construction (e.g., subject-verb agreement and verb tense) (Hartshorn et al., 2010).

Evans et al. (2011) conducted another pretest-posttest research, and the researchers also used university L2 learners in their study, as they examined university-matriculated EFL students who were admitted to undergraduate studies at a university in the USA. The study included 14 students in the control group with a mean age of 21 years, and the experimental group included 16 students with a mean age of 24 years. Learners in the control group received a traditional university process writing

course, whereas the learners in the experimental group took a course which emphasized DWCF. All learners from both groups passed their university diagnostic test. The study lasted for 13 weeks where the control group received traditional feedback on the linguistic accuracy of what they produced in their writing. The experimental group received DWCF on their 10-minute paragraphs which they practiced from 3-4 times per week. Then, they each wrote paragraph until it became error-free. Although the proficiency level of those students was higher than the level of the students in the previous study, IEP study, the results were similar. The experimental group benefited from the application of DWCF which had a massive effect on improving their writing accuracy, yet the research results noted no significant differences between the experimental and the control groups regarding fluency and complexity (Evans et al., 2011).

Another university research study was conducted by Akiyama and Fleshler (2013) who examined the effects of DWCF in Japanese first-year students whose English language was their L2. Similar to the previous studies, the study found that there was a statistically significant increase in grammatical accuracy from the experimental group as the study examined the students' in particles and construction of predicates. However, the control group showed a slight increase in grammatical accuracy. When the researchers asked the students to evaluate DWCF, the experimental group described it using words such as “helpful, efficient, systematic and objective”. Although the comments were positive, the error codes presented a common challenge for all the students as they did not know how to use the codes. Accordingly, this might be the reason behind their lower proficiency (Akiyama & Fleshler, 2013).

Hartshorn and Evans (2015) tried to extend the length of their study in order to make it more reliable than the previous studies mentioned above. They conducted pretest-posttest research and investigated the longitudinal impact of DWCF on IEP university students' linguistic accuracy in the USA, over a 30-week period. The study compared the writing of the experimental group (15 participants) with the control group (12 participants). All participants shared the same intermediate proficiency level, which is equivalent to score 4 on the International English Language Testing System (IELTS). Also, the learners' age range in both groups was similar; the mean age of learners in the experimental group was 25 years and ten months, and the mean age of the learners in the control group was 24 years and seven months. The experimental group had a traditional writing class plus a DWCF class, whereas the control group had a traditional writing class plus a traditional grammar class. Both groups participated in four IEP courses in four days per week. The study found that there was no statistically significant difference between the experimental and the control groups regarding rhetorical competence, fluency, or complexity. However, the experimental group had a statistically significant increase in linguistic accuracy compared to the control group (Hartshorn & Evans, 2015).

Recent research was conducted by Kendon Kurzer (2018) who examined university L2 learners at the University of California in the USA and used quasi-experimental design. Unlike the other studies reviewed so far, the study included a large number of participants in which all the TESOL section classes at the university participated in the research, with 277 L2 learners. This study contrasted the control groups who received traditional grammar instruction and feedback limited to grammar exercises, with the experimental groups who used DWCF in their developmental writing classes. The researcher included beginning, intermediate, and advanced L2

learners and divided each of the previous levels into control and experimental groups. The researcher examined beginning L2 learners in the first term, intermediate in the second term, and the advanced in the third term. According to the results, the experimental groups who experienced DWCF in their developmental writing classes became better at self-editing than the control groups who received traditional grammar instructions with feedback related to their grammar exercises. Furthermore, L2 learners of all levels of experimental groups who experienced DWCF continued to produce more accurate writing compositions than the control groups at the end of the study (Kurzer, 2018).

2.4.2 Studies in the Region on Dynamic Written Corrective Feedback

When it comes to the Middle East and North Africa (MENA) region, research on DWCF is still new. The only study that the researcher is aware of is the one conducted by Bakri (2018) in Saudi Arabia. Bakri used a pretest-posttest design to examine the effects of applying DWCF on linguistic accuracy over a 4-week period. His study was conducted at the Institute of Public Administration's English Language Center in Saudi Arabia, on 38 L2 Saudi high school graduates, ranging in age from 19-21 years. The participants were 19 Saudi, male, L2 learners in the control group and 19 Saudi, male, L2 learners in the experimental group. The 38 intermediate level participants joined the intensive English program and had the same teacher who taught them traditional writing instruction. The researcher followed the same procedure with the control and experimental groups over the first three weeks of the study, in which he provided both groups with traditional writing instructions only. However, in the last week of the study, week 4, the researcher applied DWCF on the experimental group, whereby the teacher asked L2 learners to write a short paragraph in the beginning of

the class for ten minutes about a specific topic. The teacher completed the procedure of DWCF during the fourth week by correcting the learners' errors and providing feedback in the next day until the paragraphs were error-free. The researcher found a significant difference between the experimental and the control groups after applying the posttest in favor of the experimental group. The findings showed that the experimental group increased their linguistic accuracy as they received DWCF (Bakri, 2018).

Apart from Bakri (2018), unfortunately, research on DWCF in the MENA region including UAE is still non-existent to date.

2.4.3 Summary and Evaluation of Previous Studies on Dynamic Written Corrective Feedback

Overall, previous studies found that DWCF a useful pedagogical tool that needs to be examined more carefully in new contexts. Some researchers (e.g., Evans et al., 2011; Akiyama & Flesher, 2013; Kurzer, 2018) conducted their studies at universities that systematically implemented DWCF. There is a consensus among all studies that DWCF positively affects linguistic accuracy. All studies showed statistically significant improvement in the linguistic accuracy in their experimental group.

As illustrated above, Evans et al. (2011) initiated the application of DWCF in their study on writing accuracy, rhetorical competence, writing fluency, and writing complexity. DWCF had a significant impact on L2 learners' linguistic accuracy, yet Evans et al. (2011) found that no statistically significant differences regarding rhetorical competence, writing fluency, and writing complexity. This encouraged other researchers (e.g., Kurzer, 2018; Bakri, 2018) to focus only on linguistic accuracy in

certain types of grammar lessons as the researchers did not address holistic grammar issues when they marked L2 learners' compositions. Also, most of the studies reviewed were conducted in second language (SL) contexts, apart from Bakri (2018) who addressed a foreign language (FL) context as his participants were Saudi high school graduates. Shehadeh (2012) explains the difference between an SL context and an FL context as follows:

An FL context describes a setting in which the teaching of a language other than the native language usually occurs in the student's own country and as school subject only. An SL context, on the other hand, describes a setting in which a target language other than the learner's native language is the medium of instruction (p. 4).

This study will examine the application of DWCF on EFL intermediate learners to extend the research about DWCF from an ESL context to an EFL context.

Shehadeh (2015) states that “One of the main objectives of doing a literature review is to create a niche – i.e., a place or slot – for our research to justify our study and provide a rationale for it”. Thus, in spite of the multiple achievements on DWCF by previous studies, we still need to know the effect of applying DWCF on L2 intermediate students' writing in the UAE's EFL educational setting. None of the previous studies has examined intermediate learners whose age ranges from 11 to 12 years. The present study seeks to fill in this important gap in the literature on DWCF.

Filling in this gap has multiple theoretical and pedagogical rationales as well. From a theoretical perspective, we would want to know the effect of DWCF on younger EFL learners whose ages are below 17 years, as no research about DWCF to date included elementary or intermediate students as participants. Also, there is a lack

in research regarding DWCF in the Middle East and the Gulf region. Bakri (2018) was the only researcher who applied DWCF in the Gulf region. No research was conducted to date in the UAE about DWCF. Moreover, this research will extend research from SL to FL contexts as most of the studies regarding DWCF were conducted in SL contexts. Also, studies regarding DWCF focused on language accuracy (e.g., Evans et al., 2011; Hartshorn et al., 2015; Kurzer, 2018), but the current study will examine L2 learners' writing more holistically because the rating scale for this study will include content and organization.

This study will therefore focus on middle school L2 learners in the UAE, and will examine the following areas: content, organization, grammar, vocabulary, and mechanics. The study will apply one of the most widely used rating scales for EFL compositions developed by Jacobs et al. (1981) and refined in Hedgcock and Lefkowitz (1992) (See Appendix A).

Pedagogically, L2 learners, educators, and schools are expected to benefit from the application of DWCF in the UAE context. Specifically, the writing tasks will be meaningful for L2 learners, for they will be able to identify their errors and know how to overcome them via the coded symbols that the educator will provide them with. Also, the tasks will be manageable for L2 learners. They will be able to manage their time to correct their errors within a short time because they know where the error is and how to correct it. Moreover, when teachers use DWCF, they will not be overwhelmed with correcting the writing tasks of L2 learners as the tasks will not be time-consuming for the educators because they focus on the paragraph until it becomes error-free. Also, teachers will be able to focus on individual needs writing with the application of DWCF because they provide feedback for each L2 learner according to

his or her writing performance. Schools will benefit from the application of DWCF because it helps in raising L2 learners' quality of writing.

2.4.4 Research Questions

Based on the purpose of the study and the various considerations above, this study aims to answer the following research questions:

1. What is the effect of dynamic written corrective feedback on the quality of foreign language intermediate school students' writing?
2. What are the students' attitudes toward the dynamic written corrective feedback in learning an L2?

Chapter 3: Methodology

3.1 Introduction

The methodology chapter will provide an overview of the design that was applied in the present study. It will provide a detailed description of the way that the study was conducted. This chapter will first present information about the education system of the United Arab Emirates (UAE), including public and private schools. Also, the chapter will mention some of the characteristics of international schools in Abu Dhabi, in terms of the types of English language curricula, highlighting the common core standards used in the international schools in Abu Dhabi. After that, the chapter will highlight the curriculum used in Liwa International School in Alain, where the study was conducted. Next, the chapter will mention the students and the teachers who participated in the study. Moreover, the chapter will state the data collection and method of analysis, including students' writing, students' survey, and the pretest. Finally, the chapter will provide the experiment and procedure that this study used to collect the research data.

3.2 Education System in the United Arab Emirates

The education system of the UAE was established in 1952 by the ruler of the country, his highness late Sheik Zayed Bin Sultan Al Nahyan. Prior to 1952, few schools existed there. The education system in the UAE started the building program in the 1960s and 1970s in which schools were built in large spaces to ensure that all children could be enrolled in schools. Recently, education became widespread in the country in primary and secondary levels such that in 2013-2014 around 910,000 students joined public and private schools (Government, 2011).

Public schools in the UAE are government-funded, and the curriculum is created to match the UAE's development goals and values. The formal language in public schools is Arabic, and English is the second language in the UAE. Students in public schools receive free education where they do not need to pay tuition; only UAE local citizens can enroll in public schools without tuition fees (Government, 2011).

Private schools are not government-funded, and private schools need to have a curriculum that matches the UAE's development goals and values. Private schools can adapt their own curriculum, the British curriculum or one of the American curricula. Many private schools are internationally accredited. All citizens of the UAE can enroll in any private school, yet students need to pay tuition fees in order to be able to enroll in these schools.

3.3 International Schools in Abu Dhabi

In Abu Dhabi, the Department of Education and Knowledge (ADEK), formerly known as Abu Dhabi Education Council (ADEC), licenses private schools. ADEK ensures that private schools in Abu Dhabi Emirate and the cities of the Emirate of Abu Dhabi related to it maintain their quality private school system in order to achieve the Abu Dhabi Economic Vision 2030. Abu Dhabi Economic vision 2030 is a long-term plan for transforming the economy in the UAE by reducing the reliance on oil and focusing on knowledge-based industries in the future (Government, 2018b). In September 2008, private schools were required to register with ADEK in order to be inspected annually (Government, 2018a). Liwa International School is a private international school located in Abu Dhabi.

3.3.1 Liwa International School

Liwa International School (LIS) was established in 1992, and over 3300 students have graduated from the school. LIS serves students from KG to grade 12. LIS has mixed-gender classes from kindergarten up to grade five, in the junior building. From grade 6-12, classes are gender-separated. Classes for grades 6-12 are housed in the Main Building. The two buildings are located next to each other in one school. The Main Building of the school has two sections for boys and two sections for girls. Recently, LIS has approximately 2600 students as a new branch was established in 2015 which is Liwa International School for Girls. The new school's branch enrolls only girls as some Emirati families do not prefer their girls to study in mixed-gender schools, according to their tradition and customs of the country (School, 2016b).

3.3.2 Liwa International School Curriculum

The curriculum used in LIS is aligned with the California Common Core State Standards, along with the Ministry of Education (MOE) regulations and expectations which are set by ADEK. School staff have designed a curriculum for their grades that includes many cross-curricular links, such as: excellence, enjoyment, innovation, and critical thinking. The subjects that the school provides are the following: Maths, Science, English, Social Studies, IT, Art, French, PE, Arabic, Islamic Studies and Arabic Civics, which follow MOE guidelines (School, 2016a). Moreover, English is the language of instruction for English, Maths, Science, Social Studies, IT, and Art. The rest of the subjects, including Arabic and Islamic Studies, are taught in Arabic.

3.3.2.1 Grade Eight Curriculum

The writing curriculum in grade eight, the focus of this study, focuses on certain types of narrative writing, which are: reflective writing, personal narrative, persuasive paragraph, descriptive narrative, persuasive essay, and cause and effect. Grade eight students are assigned to study descriptive narrative and persuasive narrative in term 2, where the present study takes place, in which they write about different situations in daily life. The students in term 2 write essays in thirteen to fifteen lines about factual incidents that occur in their lives. The writing curriculum of grade eight is designed in a way that students practice writing each type of narrative for four weeks. Students take a writing class once a week, then they have a writing assessment about the type of narrative which they studied for one month (see Table 1). As students practice writing their narratives, the teacher corrects their essays by using written corrective feedback (WCF), where the teacher uses proofreading marks, and she returns them back to students to identify their errors and corrects them again.

Table 1: Grade Eight Writing Classes in Term 2, LIS

Type of Narrative	Weeks	Description
Descriptive Essay	Week one	Introducing Descriptive Narrative [Outlining a Descriptive Narrative Essay]
	Week two	Practice Writing: Descriptive Narrative – Essay
	Week three	Editing: Descriptive Narrative
	Week four	Writing: Descriptive Narrative – Essay
	Week five	Persuasive Essay- Writing Assessment
Persuasive Essay	Week six	Persuasive Essay Outlining
	Week seven	Practice Writing: Persuasive Narrative – Essay
	Week eight	Writing: Persuasive Writing Editing
	Week nine	Writing: Persuasive Narrative – Essay
	Week ten	Writing (Final exam)- Persuasive Essay

3.4 Participants

The present study involved 38 female grade eight students who were mostly Emirati nationals, and some students were from other Arabian countries, like: Sudan, Jordan, and Oman. The participants' ages range from 12 to 13 years old. The English ability of the 38 students is intermediate. The students studied English from kindergarten, and all of them can understand the language. All the participants were enrolled in six English classes per week according to the American curriculum that the school applies. The six classes were divided by the Head of Department (HOD) to involve the following English language skills based on California State Standards

which the school applies: reading, writing, grammar, and mechanics. The distribution of the classes per week is fixed and teachers in grade eight follow the same distribution.

The students in grade eight have reading classes twice a week, and independent online reading class once a week. Also, the students have grammar and writing classes once a week. The sixth English class is divided between library and mechanics lessons; students in term 2 have two mechanics classes for the whole term, and they spend the other days of sixth class in the library doing independent reading.

The participants were two classes of female grade eight students. The control group, class A, had 19 students, and the experimental group, class B, had 19 students too. The groups were randomly assigned as control or experimental, and both groups shared the same instructional curriculum. Both classes were intermediate learners in English, and their overall level scores in English were congruent. The control and experimental groups had the same English teacher, who was not the researcher. The participating teacher was trained on how to use WCF, since the school has applied it since 2015. The teacher joined the school in 2015. The participating teacher followed the same lesson plans and materials provided by the textbook which all grade eight teachers used in the school. All the participants in both control and experimental groups studied the same English materials, and they were exposed to the same activities, which were related to the lessons they learned in their English classes.

3.5 Data Collection Tools

The study collected data by means of a pre-posttest design for the experimental and control groups, and a dynamic written corrective feedback (DWCF) procedure with a survey for the experimental group after the posttest. The quantitative data of the present study regarding students' writing was collected via the pre-and posttests while

the qualitative data was gathered via the experimental group students' survey on their attitudes toward using DWCF. Data collection procedures and analysis are explained below.

3.5.1 Students' Writing

The study employed the paragraph rating scale (FL -foreign language-Composition Profile) developed by Jacobs et al. (1981), and adapted by Hedgcock and Lefkowitz (1992). These researcher used it to identify the difference in performance between the control and experimental groups on the pre- and posttests. The scale uses the following five components: content, organization, grammar, vocabulary, and mechanics of writing. Each component of the scale contains the following four categories: excellent to very good, good to average, fair to poor, and very poor. Shehadeh (2011) summarized the five components of the paragraph rating scale, and he indicated that the five components start with the content, which is the knowledge of the subject that includes the topic and the relevant details that enrich the topic. The organization, which is the second component, rates the fluency of the expressions and tests the clarity of the ideas mentioned in the narrative. The next component is grammar. It includes sentence structure; agreement among verbs, nouns, and pronouns; and correct word order. The component of vocabulary looks at the quality of the vocabulary words used in the narrative and their effectiveness in transferring accurate meaning. The last component is mechanics, which is about punctuation, spelling, capitalization, and paragraph indentation (see Appendix A for a complete description of the five components).

3.5.2 Student Survey

The teacher handed the experimental group a survey right after the posttest, asking the students about their attitudes and perceptions regarding using DWCF. The survey aimed to answer the second research question, regarding the attitudes of the students as they applied and experienced the usage of DWCF. The survey included seven open-ended questions in order to leave enough space for the students to reveal their views freely without constraints that might limit their answers. The survey was distributed to the students and monitored by their English teacher who participated in the study. The teacher supervised the students while they took the survey in order to ensure that students understood the questions correctly and to clarify any questions, if needed. The experimental group took between 20 and 30 minutes to complete the survey.

The survey was initiated by asking the experimental group about their impressions of DWCF when they were introduced to it by their teacher. The second question asked them how (and if) DWCF enhanced their writing skills. The next question asked the experimental group about their favorite part of DWCF. The next two questions asked students to state the easiest and most difficult parts of DWCF. The next question in the survey asked the experimental group to state their views after they have experienced DWCF and applied it to their writing in this current study. After that, the next question explored whether DWCF had any positive or negative effects on other language skills (e.g. speaking, listening and reading), and it asked the experimental group to mention any effects that may have occurred. The survey concluded with a question asking the experimental group if they preferred to use

DWCF in their next term and the other school years (see Appendix C for the complete survey).

3.5.3 Pretest

All the participants from both groups wrote a descriptive essay about themselves within thirteen to fifteen lines in length. The teacher provided the students with prompts that guided their narrative (see Table 3 for the complete prompts). Both groups took approximately 40 minutes to write their essays on the same day in the first week of the study (week 1). The teacher collected the essays from each group randomly and separated both groups by having a file for each class to save the papers inside. The teacher used the FL Composition Profile rating scale mentioned in Appendix A to correct students' essays.

The researcher met with the teacher of both groups and the two raters who rated both groups' papers to explain the purpose of the study and the rating scales. The two raters were English teachers at the international school where the study was conducted, Liwa School. Both raters teach grade seven, and they are familiar with written corrective feedback (WCF). One of the raters (rater A) has five years of experience at Liwa school, and the other rater (rater B) has ten years of experience at the same school.

The pretest essays of both groups were collected randomly, and one sample was randomly selected, so as to run a pilot study among the two raters (other than the researcher or the teacher) who used the writing scale to rate students' essays (see appendix A for the complete rating scale). The two raters independently rated two

sample essays in order to check the inter-rater reliability which was 0.90 for the pretest. The data were analyzed using a t-test, and the level of significance was set at 0.05.

3.5.3.1 Pretest Results

The results of the pretest regarding both total score and the five component scores showed no significant differences between the control and experimental groups (see Table 2). Table 2 shows the minor differences of the pretest results on the total and the five component scores between the control and experimental groups.

Table 2: Mean Total and Component Scores on the Pretest

	Max. Score	Control		Experimental		<i>t</i>
		M	SD	M	SD	
Total score	100	80.00	13.33	79.74	9.65	0.070
Content	30	23.21	4.69	22.53	4.10	0.478
Organization	20	15.79	2.78	16.26	2.60	-0.542
Grammar	25	21.16	3.45	22.11	2.02	-1.032
Vocabulary	20	16.37	2.89	15.42	2.14	1.148
Mechanics	5	3.47	0.772	3.42	0.607	0.234

As shown in Table 2, the mean of the total score for the control group was 80.00 and 79.74 for the experimental group ($t = 0.070$). According to the content component, the mean score for the control group was 23.21 and 22.53 for the experimental group ($t = 0.478$). The mean score for the organization component was 15.79 for the control group and 16.26 for the experimental group ($t = -0.542$). The mean score for the grammar component was 21.16 for the control group and 22.11 for the experimental group ($t = -1.032$). Regarding the vocabulary score, the mean score

for the control group was 16.37 and 15.42 for the experimental group ($t = 1.148$); the mean score for the mechanics component was 3.47 for the control group and 3.42 for the experimental group ($t = 0.234$).

Sample essays 1 (control) and 2 (treatment) in Appendix C are examples of the students' writing on the pretest.

3.6 Experiment and Procedure

As previously mentioned, both groups had the same lessons, lesson plans, materials, and activities that were related to the English subject with the same teacher who was assigned to teach both classes from the beginning of the school year by the Head of English Department. All variables of the study remained constant in which all the participants had the same first language (Arabic), gender and age.

Also, both groups received the same kind of feedback since they had the same teacher. All participants received written corrective feedback since the school applied this type of correction in 2015. The English department of the school had a consensus coded sheet that included proofreading marks (see Appendix B for a complete description of the proofreading marks of the most common errors in writing), and students in the school are familiar with it since it has been applied and actively used by English teachers.

3.6.1 Experimental Group

In week one, the teacher started with the pretest by asking the group to write a descriptive essay within 40 minutes about themselves. She shared prompts with students as a guide for them as they write. For example, some of the prompts asked the students to write about their personal information, their family, and the place that

they live in. The teacher handed the papers to rater A to correct the papers by using the FL Composition Profile rating scale (see Appendix A) in marking the papers. After rater A rated all the papers, the researcher handed the papers to rater B to rate them again.

In week two, on Sunday, during the reading class, the teacher asked the group to write a paragraph within 4-5 lines on their opinions about the story that they studied in term two, “Holes”, and she assigned the students 15 minutes to finish their task. Later, the teacher collected the papers and rated them by providing WCF on students’ paragraphs. The next day, the teacher returned the marked papers to students to edit their paragraphs in class.

In week two, on Tuesday, the teacher asked the group to write a paragraph in 4-5 lines about “How can you persuade your parents to buy you a precious gift?” during the grammar class. Students were asked to consider their grammar lesson about the usage of pronouns “who and whom” while they wrote their paragraphs. The students were given 15 minutes to finish their paragraph. After that, the teacher collected the papers for marking. The next day, the teacher returned the rated papers with WCF and asked the students to edit their paragraphs in class. On Thursday, the teacher asked the group during the online reading class to write a summary within 4-5 lines in 15 minutes about the assigned non-fiction article, and she collected the papers to rate them.

In week three, on Sunday, the teacher returned the marked papers to the group and asked them to edit their work within 5 minutes during the reading class. In the same period, the teacher asked the students to write a paragraph 4-5 lines in length on “Write about which character in Holes (the title of the story) is the best”. The students

were given 15 minutes to finish their task. Later, the teacher collected the papers for marking. The same procedure proceeded in weeks three, four, and five. The titles of the topics are given below (see Table 3).

In week six, the teacher administered the posttest by asking the group to write a persuasive essay about “Cell phones should never be used in school” in 40 minutes, and she collected the papers to rate them by using the rating scale (see Appendix A).

Table 3: Writing Essays and Prompts for the Experimental Group

Date	Topics	Prompts	
Week one (pretest) Feb0.10- 14	Write an essay: Write about Yourself. (Descriptive Essay)	<ul style="list-style-type: none"> • Describe your family. • Describe the place that you live in. • Describe your personality. • Describe the things you like and dislike. • Describe your future plans. 	
Procedure	Week two Feb. 17-21	Paragraph one: Write your opinion about the story Holes.	<ul style="list-style-type: none"> • What did you learn from the story? • How did the story affect you? • How do you reflect the story to real life?
		Paragraph two: How can you persuade your parents to buy you a precious gift?	<ul style="list-style-type: none"> • What is the gift that you want to receive from your parents? • Why do you want to have this gift? • What will you do to make your parents happy from you?
		Paragraph three: Write a summary about a non-fiction article.	<ul style="list-style-type: none"> • What was the article talking about? • Who was mentioned in the article? • What was the main topic of the article? • What did you learn from the article?
	Week three Feb. 24-28	Paragraph four: Write about which character in Holes is the best.	<ul style="list-style-type: none"> • Name your favorite character. • Mention the character traits of your character. • State the reasons for preferring this character.
		Paragraph five: Write about the best landmark in the UAE.	<ul style="list-style-type: none"> • Name the best UAE landmark. • State the reasons for selecting this landmark to be the best. • Write about your personal experience about this landmark.
		Paragraph six: Write a summary about a non-fiction article.	<ul style="list-style-type: none"> • What was the article talking about? • Who was mentioned in the article? • What was the main topic of the article? • What did you learn from the article?

Table 3: Writing Essays and Prompts for the Experimental Group (cont'd)

	Date	Topics	Prompts
Procedure	Week four Mar. 3-9	Paragraph seven: How can you persuade people to read Holes?	<ul style="list-style-type: none"> • What is the theme of the story? • Describe your personal experience when you read the story. • What makes this story special?
		Paragraph eight: Which is a better hobby?	<ul style="list-style-type: none"> • Name your favorite hobby. • State the reasons for choosing this hobby. • What makes this hobby better than other hobbies?
		Paragraph nine: Write a summary about a non-fiction article.	<ul style="list-style-type: none"> • What was the article talking about? • Who was mentioned in the article? • What was the main topic of the article? • What did you learn from the article?
	Week five Mar. 10-14	Paragraph ten: Compare two characters from Holes.	<ul style="list-style-type: none"> • Name two characters that have a common problem. • State the positive character traits for each character. • State the negative character traits for each character.
		Paragraph eleven: Schools should not have homework.	<ul style="list-style-type: none"> • Why shouldn't you have homework? • What will you benefit from canceling the homework? • What are the negative effects of having homework?
		Paragraph twelve: Write a summary about a non-fiction article.	<ul style="list-style-type: none"> • What was the article talking about? • Who was mentioned in the article? • What was the main topic of the article? • What did you learn from the article?
	Week six (posttest) Mar. 17-21	Write an essay: Cell phones should never be used in school. (Persuasive Essay)	<ul style="list-style-type: none"> • Why shouldn't you have your cell phone in school? • What are the negative effects of having phones in schools? • What are the reasons for banning cell phones in schools? • Can cell phones affect your study?

3.6.2 Control Group

In week one, the teacher started with the pretest by asking the control group to write a descriptive essay within 40 minutes about themselves within thirteen to fifteen lines. The teacher provided the students with prompts that guided their narrative (see Table 4 for the complete writing essays for the control group). The teacher handed the papers to rater A to correct the papers by using the FL Composition Profile rating scale

(see Appendix A) in marking the papers. After rater A rated all the papers, the researcher handed the papers to rater B to rate them again.

In week two, the teacher asked the group during the writing class to write a descriptive essay about “How can you persuade your parents to travel during the summer vacation?”. The students were given 40 minutes to finish their task. The teacher collected the papers for marking, and she marked all the errors and provided WCF for each error. The teacher returned the marked papers after three days and asked students to edit their work in class.

The same procedure in week two proceeded with weeks three, four, and five. The titles of the topics are given below (see Table 4). In week six, the teacher administered the posttest by asking the group to write a persuasive essay about “Cell phones should never be used in school” in 40 minutes, and she collected the papers to mark them by using the same rating scale (see Appendix A).

Table 4: Writing Essays and Prompts for the Control Group

Date	Paragraph	Prompts	
Week one (pretest) Feb. 10-14	Write an essay: Write about Yourself. (Descriptive Essay)	<ul style="list-style-type: none"> • Describe your family. • Describe the place that you live in. • Describe your personality. • Describe the things you like and dislike. • Describe your future plans. 	
Procedure	Week two Feb. 17-21	<p>Essay 1:</p> <p>How can you persuade your parents to travel during the summer vacation?</p>	<ul style="list-style-type: none"> • Where do you want to travel? • Why do you want to go to this place? • What will you do to make your parents happy? • What are the achievements that you did to deserve this vacation? • How spending your summer vacation abroad will affect your academic and social behavior?
	Week three Feb. 24-28	<p>Essay 2:</p> <p>Best city in the UAE</p>	<ul style="list-style-type: none"> • Name the best city in the UAE. • State the reasons for choosing this city to be the best. • Write about your personal experience about this city. • Who supports your opinion about this city?
	Week four Mar. 3-9	<p>Essay 3:</p> <p>What is your favorite TV show?</p>	<ul style="list-style-type: none"> • Name your favorite TV show. • State the reasons for choosing this TV show. • What makes this TV show better than other TV shows? • What are the good messages that this TV show transfer to audience?
	Week five Mar. 10-14	<p>Essay 4:</p> <p>Schools should have homework.</p>	<ul style="list-style-type: none"> • Why should you have homework? • What will you benefit from homework? • What are the positive effects of having homework? • What is the importance of homework?
Week six (posttest) Mar. 17-21	Write an essay: Cell phones should never be used in school. (Persuasive Essay)	<ul style="list-style-type: none"> • Why shouldn't you have your cell phone in school? • What are the negative effects of having phones in schools? • What are the reasons for banning cell phones in schools? • Can cell phones affect your study? 	

3.7 Summary of Chapter 3

The current chapter overviewed the education system in the UAE, and it explained the application of the education system in public and private schools in Abu Dhabi. Also, the chapter highlighted the English language curricula and common core standards which is used in international schools in Abu Dhabi. The chapter explained the type of curriculum used in the school in which the study was conducted, and it pointed to grade 8 English curriculum, for which the current study was designed. Additionally, the chapter described the participants, including students and teachers. Next, data collection procedure was presented in detail in terms of explaining students' writing, students' survey, and the pretest; and the procedure of research data collection was explained for both control and experimental groups. In the end, the chapter provided the analysis for the pretest's results. The following chapter will present the research results and findings regarding the posttest and the survey which was conducted for the study.

Chapter 4: Results and Findings

4.1 Introduction

The aim of this chapter is to present the results and findings of the study regarding the effect of dynamic written corrective feedback (DWCF) on grade 8 female writing students' achievement and the perceptions of the students of DWCF.

4.2 Posttest Results for Both Groups

In the sixth week of the study, after all instruction of the application of DWCF had been completed, both groups were asked to do the posttest as was previously mentioned. All students wrote an argumentative essay about *Cell phones should never be used in school. Why shouldn't you have your cell phone in school? What are the negative effects of having phones in schools?* Students used the same time limit when they wrote the pretest which was 40 minutes. The essays were collected from all participants, randomized, and the same two raters who rated the pretest blindly rated the posttest essays. The raters used the same rating scale as the pretest (see Appendix A). The interrater reliability for the posttest group was 0.92. The data were also analyzed using t-test with the level of significance set at 0.05. The posttest results of both groups regarding the difference in performance are displayed in Table 5.

Table 5: Mean Total and Component Scores of the Posttest

	Max. Score	Control		Treatment		<i>T</i>
		M	SD	M	SD	
Total score	100	87.37	10.63	89.79	6.33	-0.850*
Content	30	26.21	3.57	25.52	3.15	0.637
Organization	20	17.89	2.40	17.94	1.78	-0.070*
Grammar	25	21.79	2.37	23.58	1.17	-3.59*
Vocabulary	20	17.84	2.14	18.42	1.35	-0.890*
Mechanics	5	3.63	0.895	4.32	0.582	-2.69*

* $p < 0.05$.

As shown in Table 5, the mean of the total score for the control group (CG) was 87.37 and 89.79 for the experimental group (EG) ($t = -0.850$). According to the content component, the mean score for the control group was 26.21 and 25.52 for the experimental group ($t = 0.637$). The mean score for the organization component was 17.89 for the control group and 17.94 for the experimental group ($t = -0.070$). The mean score for the grammar component was 21.79 for the control group and 23.58 for the experimental group ($t = -3.59$). Regarding the vocabulary score, the mean score for the control group was 17.84 and 18.42 for the experimental group ($t = -0.890$). The mean score for the mechanics component was 3.63 for the control group and 4.32 for the experimental group ($t = -2.69$).

Sample essays 1 (control) and 2 (treatment) in Appendix D are examples of the students' writing on the posttest.

A dependent (paired) t-test was used to answer the first research question: What is the effect of dynamic written corrective feedback on foreign language intermediate school students' writing? The total score was $t(18) = (-0.850)$, $p \leq (0.05)$. The result showed that statistically significant difference was found between mean CG ($M = 87.37$, $SD = 10.63$) and mean EG ($M = 89.79$, $SD = 6.33$) (see Tables 6 and 7).

Table 6: Total Score Paired Samples Correlations between Control and Experimental Groups

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Total CG & Total EG	19	-0.010	0.969

Table 7: Total Score Paired Samples Test for Control and Experimental Groups

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Total CG – Total EG	-2.42105	12.42004	2.84935	-8.40732	3.56521	-0.850	18	0.407

The content component was $t(18) = (0.637)$ and that it does not show that $p \leq (0.05)$. The result, therefore, showed no statistically significant difference between mean CG ($M = 26.21$, $SD = 3.57$) and mean EG ($M = 25.52$, $SD = 3.15$) (see Tables 8 and 9).

Table 8: Content Component Paired Samples Correlations between CG and EG

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Content CG & Cont. EG	19	0.034	0.890

Table 9: Content Component Paired Samples Test for CG and EG

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content CG – Cont. EG	0.68421	4.67918	1.07348	-1.57108	2.93950	0.637	18	0.532

The organization component was that $t(18) = (-0.070)$, $p \leq (0.05)$. The result showed a statistically significant difference between mean CG ($M = 17.89$, $SD = 2.40$) and mean EG ($M = 17.94$, $SD = 1.78$) (see Tables 10 and 11).

Table 10: Organization Component Paired Samples Correlations between CG and EG

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Org CG & Org EG	19	-0.209	0.389

Table 11: Organization Component Paired Samples Test for CG and EG

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Org CG – Org EG	-0.05263	3.27403	0.75111	-1.63067	1.52540	-0.070	18	0.945

The grammar component was $t(18) = (-3.59)$, $p \leq (0.05)$. The result showed a statistically significant difference between mean CG ($M = 21.79$, $SD = 2.37$) and mean EG ($M = 23.58$, $SD = 1.17$) (see Tables 12 and 13).

Table 12: Grammar Component Paired Samples Correlations between CG and EG

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Gram CG & Gram EG	19	0.407	0.084

Table 13: Grammar Component Paired Samples Test for CG and EG

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Gram CG – Gram EG	-1.78947	2.17508	0.49900	-2.83783	-0.74112	-3.586	18	0.002

The vocabulary component was $t(18) = (-0.890)$, $p \leq (0.05)$. The result showed a statistically significant difference between mean CG ($M = 17.84$, $SD = 2.14$) and mean EG ($M = 18.42$, $SD = 1.35$) (see Tables 14 and 15).

Table 14: Vocabulary Component Paired Samples Correlations between CG and EG

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Voc CG & Voc EG	19	-0.284	0.239

Table 15: Vocabulary Component Paired Samples Test for CG and EG

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Voc CG - Voc EG	-0.57895	2.83462	0.65031	-1.94519	0.78730	-0.890	18	0.385

The mechanics component was $t(18) = (-2.69)$, $p \leq (0.05)$. The result showed a statistically significant difference between mean CG ($M = 3.63$, $SD = 0.895$) and mean EG ($M = 4.32$, $SD = 0.58$) (see Tables 16 and 17).

Table 16: Mechanics Component Paired Samples Correlations between CG and EG

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Mech CG & Mech EG	19	-0.084	0.732

Table 17: Mechanics Component Paired Samples Test for CG and EG

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Mech CG – Mech EG	-0.68421	1.10818	0.25423	-1.21834	-0.15008	-2.691	18	0.015

The dependent (paired) t-test showed a statistically significant difference between the means of both groups in organization, grammar, vocabulary, and mechanics components. Whereas, the t-test did not show a statistically significant difference between the means of both groups in the content component.

4.3 Students' Perceptions of Dynamic Written Corrective Feedback

The experimental group answered the eight survey questions right after they finished their posttest. The survey helped the researcher to answer the second research question regarding students' perceptions of the use of DWCF. The nineteen students from the experimental group shared their experiences regarding DWCF. This section highlights the survey findings and summarizes the answers of the eight questions, as well.

72% of the students had a negative perception toward DWCF before using it, as they answered the first question regarding their views about DWCF before applying it. They did not like the idea of writing and checking several times, which would lead them to boredom, and they thought that DWCF would be a waste of time. Others from the same group added that DWCF might be hard to apply and might cause pressure to them because they expected that they would be overloaded with work. For instance,

one of the students (No. 11) stated, “It’s boring and waste of time”. Another student (15) wrote, “It’s hard and I am lazy to do it”. On the other hand, only four students liked the idea of DWCF and predicted that it would be useful to their writing. For example, student (1) wrote, “I think it is useful for my writing”. Another student (13) stated, “I think I will like it because it will help me in my writing”.

All students but one felt that DWCF affected their writing skills positively. They stated that DWCF helped them in improving their writing because they were able to discover their mistakes and overcome them. For instance, one student (2) mentioned, “Yes, it improved my writing”. Another student (4) wrote, “Yes, it helped me to correct my mistakes”. In addition, a number of students shared the same answer, which was that DWCF helped them in improving their grammar, punctuation, and handwriting, as they were able to recognize their mistakes and their handwriting errors during the second draft stage in the DWCF process. For example, one student (13) stated, “Yes, it improved the way I write sentences and my grammar”. However, one student (17) found it difficult to identify whether DWCF affected her writing skill or not, as she mentioned, “I don’t know”.

The second draft was the most interesting part of DWCF, as 50% of the students wrote in their second survey question, which asked them to identify the most interesting part of DWCF that they preferred the most. The students mentioned that the second draft helped them to identify their mistakes and know how to improve their writing skills. For example, one student (13) stated, “2nd draft because it helps me to know my mistakes”. The second highest percentage with 28% was for students who preferred the part of DWCF when they had been introduced to new topics to write about frequently. They liked the idea of integrating their English reading with their

writing as they reflected on their short story and online articles which they studied during the application of DWCF. They were able to comprehend more the articles that they were exposed to. For instance, one student (18) wrote, “Writing new topics because it gives me more information”. On the other hand, other students mentioned that writing a short paragraph within 5 lines was the most interesting part of DWCF as they were not willing to write more; yet these students were the ones who predicted in the first survey question that DWCF would be hard, and they would be too lazy to do it. For example, student (7) stated, “Writing only 5 lines”.

Survey question three asked the students about the easiest part of DWCF, and 39% of the students found the second draft the easiest part of DWCF because the teacher identified their errors and provided the students with the codes for correction. The students mentioned that this part of DWCF helped them to recognize their errors and to fix them. For example, student (10) stated, “2nd draft because you know your mistakes and solve them”. In addition, 28% of the students preferred writing the first draft because they were familiar with the topics. They mentioned that writing the first draft was interesting for them as they wrote about different new topics which they had not written about before. For instance, student (19) stated, “Writing new topics because it’s interesting to write about them”. However, 23% of the students wrote that writing five lines was the easiest part of DWCF. They were not required to write more lines. For instance, student (11) wrote, “Writing 5 lines because it’s not too much”.

The most difficult part of DWCF was the first draft, as noted by 89% of the students in their response to the fourth survey question, which asked them to determine the most difficult part of DWCF. Most of the students’ justifications referred to the topics that they were exposed to during the study. Students were familiar with the

topics, but they found them difficult to write about, as they were not trained to write about everything they read. Also, the number of the lines affected their writing because they had to write only one paragraph within five lines. This caused them confusion about determining and selecting the specific ideas that should be mentioned through the paragraph. For example, student (8) wrote, “1st draft because the topic is good but I don’t know what to write in 5 lines”. Other students’ justification of choosing the first draft as the most difficult part referred to the writing process itself. These students were tense when writing the first draft because they were thinking about the spelling and grammar errors that they might have as they write. For instance, student (14) stated, “The 1st draft because I was afraid of making grammar mistakes when I write”.

Students’ responses to the fifth question were positive in response to the question that asked them about their perceptions of DWCF after applying it in the study. This is connected to the second research question, which sought to identify the students’ perceptions toward DWCF. The application of DWCF affected 89% of the students positively, with responses noting that DWCF helped them in improving their writing skills. The students’ responses mentioned that the experience of applying DWCF was easy and joyful as they received instant feedback from the teacher when they wrote. They considered it as a helpful way to improve their writing since they were able to recognize their errors instantly without waiting a week to receive the feedback from the teacher. For example, student (4) stated, “It helps me in improving my writing skills”. Another student (6) mentioned, “It was easy and it improved my writing”. However, the perceptions of two students from the experimental group were different because these two participants did not like the application of DWCF. They mentioned that they felt bored as they applied DWCF, and they did not like the idea of writing several times within one week. For instance, student (17) wrote, “I didn’t like

it". Nevertheless, there was only one student who mentioned that DWCF improved her writing skills, yet she did not prefer to apply DWCF again in which she stated, "I didn't like it but it improved my writing skills".

Moreover, most of the experimental group mentioned, in response to survey question six, that DWCF affected their writing skills only and did not affect any of their speaking, listening, or reading skills. For example, student (3) wrote, "It has positive effect on my writing skill". Nonetheless, the responses of two other students showed that DWCF affected their reading skill besides their writing skill as they read the articles which the teacher assigned them to read during the application of the study in order to write the required paragraphs. For instance, one of the students (7) stated, "It has positive effect. It improved my reading and writing skills".

The last question asked the students about their view regarding proceeding with the use of DWCF in the future, and 67% of the students showed positive responses in their answers in which they said that DWCF is important to improving their writing skills. Also, they mentioned that DWCF was an easy task to do, although previously some of them had predicted that DWCF would be hard to apply. For example, student (19) stated, "Yes, it's important for the writing. It's so easy to do it". On the other hand, 33% of the students did not prefer to proceed with DWCF in the future as they found it boring and not enjoyable. Others mentioned that they did not like DWCF because they hate writing, and DWCF required them to write almost daily. These students had a negative prediction toward DWCF in the first question of the survey. For instance, one student (17) wrote, "No, I hate writing".

4.4 Summary of Main Findings

This chapter presented the results of the five component scores of writing for the experimental group, in terms of the total score and the content, organization, grammar, vocabulary, and mechanics components. In a nutshell, the findings of both the posttest and the survey speak of the positive effects of DWCF as a successful teaching strategy that can be used in the L2 writing classroom. The following chapter will discuss the findings of the study and suggest a number of recommendations for further research.

Chapter 5: Discussion and Conclusions

5.1 Introduction

Chapter five will discuss the research results and findings of the study. The chapter will proceed with discussing the findings regarding the two research questions and highlighting the implications of the current study about DWCF. Next, the chapter will indicate the limitations of this study. After that, the chapter will make/suggest some recommendations regarding the application of DWCF in the L2 classroom.

5.2 Discussion

The first research question asked: What is the impact of dynamic written corrective feedback on the quality of foreign language intermediate school students' writing? The results show that the application of DWCF positively affected the quality of students' writing. The statistical analysis (see Table 4) showed the significant effect of DWCF on improving L2 students' writing. However, the impact of DWCF varied from one component to another, whereby the organization, grammar, vocabulary, and mechanics components were significantly affected, while the content component was not. The examples of students' writing on the posttest were presented in Appendix D, as sample essays 3 (control) and 4 (experimental) which were taken from the same students shown on the pretest (i.e., essays 1 and 2), respectively.

Perhaps the major reason for the non-significant difference between both groups in content was that the teacher did not focus on the content the same way that she focused on the other four components: grammar, organization, vocabulary, and mechanics. Indeed, most of the teacher's focus in grade 8 class was on the formal

properties of the L2 (grammar, organization, vocabulary, and mechanics) but not on the content component.

This would also explain the answers of the experimental group about the fifth survey question which asked students about the most difficult part of DWCF (see Chapter 4), as 89% of the students found it difficult to write about new topics. Although the students comprehended the topics, they mentioned in their answers that they were not well trained to write about anything they read. Also, they were confused about determining the most important points to mention in their paragraph. Again, this brings us back to the previous problem which is that students were not trained in how to reflect on what they read. It is possible that the 11% of the students who did not have problems with reflecting what they read are the high proficiency level students who used to borrow books from the library, read, and do their homework when the teacher asks them to reflect on the story that they studied.

The results of this study provide further support for the previous studies regarding DWCF, in terms of finding a statistically significant difference between both groups in the language accuracy (e.g., Evans et al., 2011; Hartshorn et al., 2015; Kurzer, 2018; Bakri, 2018). In addition to that, this study extends L2 learners' writing holistically through rating the five components of writing compositions (content, organization, grammar, vocabulary, and mechanics components) instead of focusing only on language accuracy (grammar, vocabulary, and mechanics components) which previous studies focused on for exploring the effectiveness of DWCF (e.g., Evans et al., 2011; Hartshorn et al., 2015; Kurzer, 2018).

The second research question tackled the attitudes and perceptions of L2 learners toward the use of DWCF in their writing class. The findings show that DWCF

can be used as an effective pedagogical tool in the learning and teaching of writing in FL contexts with younger students, a finding that has not been the focus of any prior research on the topic. These findings are based on the qualitative results of the survey which revealed overall positive students' responses and perceptions toward applying DWCF in their writing (see Survey Findings above).

Indeed, most of the survey results revealed that most of the students supported the application of DWCF and hoped to use it in the next term in their school. One possible reason for the 89% of positive perceptions of answering the second research question which was embedded in the sixth survey question (see Chapter 4) is that DWCF gave the students the chance to receive instant and frequent feedback from their teacher. Students were used to receiving feedback from their teacher on their writing once every two weeks. However, with the application of DWCF, the students received feedback every two days from the teacher. Another possible reason for students' positive perception was that DWCF was easy for the students to comprehend and apply. DWCF helped the experimental group identify their errors by underlining them and providing them with the error code to search for the answer and correct the error. This helped the students to focus on how to fix their common errors and avoid them in the future.

These reasons might explain the experimental groups' reflections regarding the third survey question, which asked them about the most interesting part of DWCF (see Chapter 4), as 50% of the students preferred the second draft. The second draft was the part where students received the feedback from the teacher on their writing, and they were able to enhance their writing skills by searching for the corrections of their errors and focusing on the errors that they had to avoid in their future drafts of writing.

On the other hand, the second research question received negative perceptions from some of the L2 learners toward the use of DWCF via their writing process. Five of the nineteen students of the experimental group disliked the application of DWCF, as was previously mentioned in the research findings (see Chapter 4). These students did not like to proceed with DWCF in the next academic year. A possible interpretation of this negative perception is the low proficiency level in the English language of these students. Based on the classroom teacher's feedback and observation, these students had a low proficiency level in the English language. Perhaps these students could not comprehend English very well, which prevented them from producing any piece of writing because they could not understand the content that they were supposed to reflect on. As such, their low proficiency level may not have enabled them to form meaningful sentences. Another possible interpretation of the negative perception regarding the application of DWCF is the lack of knowledge of the topics. As the students were exposed to new topics that they do not have any prior knowledge about, not all of them could cope with these original topics that they did not have the chance to compose a paragraph about them before the application of the current study. The topics were new to the students, and they did not know exactly how to reflect on them within a paragraph. The third interpretation is that some of the students were not interested to compose a paragraph almost everyday. Most likely, students who have low proficiency level in the English language do not prefer to write frequently because of their weak English knowledge as they lack in their language accuracy. For instance, these students have a narrow number of vocabulary words to use, and they have problems in sentence formation which will restrict their writing process. Consequently, this worth even further investigation to look at the relationship between proficiency level and DWCF.

The significant finding of the current study was the quality of the written paragraphs produced by students who experienced DWCF throughout the second term of school. The experimental group included all proficiency levels of English, yet not all the students were able to independently produce a paragraph within fifteen minutes before the application of DWCF. This point might be strong evidence of students' engagement, as no paper from the first week of the implementation of the study was submitted to the teacher empty by the students. Similarly, the other main finding was that the experimental group found the experience of DWCF enjoyable and felt that it positively affected their L2 learning.

5.3 Implications of the Study

A number of theoretical and pedagogical implications based on the findings of the study might be made. The following sections will present three main theoretical implications. Also, other pedagogical implications will be highlighted that can be applied in schools.

5.3.1 Theoretical Implications

The current research results show that DWCF can be applied on younger students with similar results as the past research on university students aged 19 and above (e.g., Evans et al., 2011; Hartshorn et al., 2015; Kurzer, 2018). The current study shows that DWCF has a significantly positive effect on intermediate students' writing accuracy (12-13 years old). As a result, this finding can lead to further research to be done with even younger students than those in this study in order to enhance their writing skills from an early age.

Another theoretical implication of the study is that it extends the use of DWCF from the ESL contexts to EFL contexts. The previously mentioned researchers (e.i. Evans et al., 2011; Hartshorn et al., 2015; Kurzer, 2018) applied the application of DWCF in ESL contexts, yet the current study adds to the existing study by Bakri (2018) who applied it in EFL context.

The third theoretical implication is that DWCF provides further support for the Socio-cultural Theory because it encourages dynamic interaction in the second language writing classroom, and dynamic interaction is one of the principles of Social Cultural Theory. For instance, the dynamic interaction occurs between the teacher and the students when the teacher interacts and provides them with frequent and consistent feedback during the application of DWCF.

5.3.2 Pedagogical Implications

English teachers can apply DWCF in their classrooms to enhance the writing skills of the students, as teachers struggle with the common writing errors that students make while they write. As teachers apply DWCF, they will be able to provide the students with frequent feedback, which will help students to focus more on their errors and try to avoid them in the future. Also, teachers can benefit from the application of DWCF by improving the level of students' writing on the four components (organization, grammar, vocabulary, and mechanics) not only focusing on grammar and mechanics components.

5.4 Limitations of the Study

The main goal of the current study was to find the effect of using DWCF on EFL learners' writing accuracy. However, a limitation of the present study might be

that the study did not look at the teacher's perception and attitude who applied DWCF on both groups. It would have been good to touch upon teachers' attitudes and perceptions when they apply DWCF, but that was beyond the limits of this study. Also, the length of the present study might be considered a limitation because the study was conducted over six weeks only. To overcome this limitation, future studies might consider running more longitudinal research that runs for ten to twelve weeks.

Although there is no explicit mention of the drawbacks in the literature of DWCF, one can think of the following issues and drawbacks based on the findings of the current study. As such, one of the drawbacks of DWCF might be that it consumes the time of the teacher as the teacher has to correct a number of paragraphs daily, and that would negatively affect the teacher's productivity in the next school day. Another drawback is that the teacher needs to do preplanning to ensure that the content of the English subject would not be negatively affected by embedding DWCF in the daily lessons. The teacher has to devote fifteen minutes daily from the teaching period to apply DWCF, and that needs a lot of preparation and accurate planning to prevent affecting the required English content. The third obstacle of the application of DWCF is that it might be difficult to apply it to a big number of students because it requires a great deal of time from the teacher to precisely apply DWCF as the teacher needs to rate many paragraphs daily.

5.5 Recommendations

Based on the research findings of this study, the following recommendations are suggested:

- Teachers are encouraged to apply DWCF and focus on the four writing components, which are grammar, organization, vocabulary, and mechanics. Besides, teachers need to be well-planned and well-organized so they can use DWCF properly to scaffold students' writing.
- Surprisingly, the content component in this study did not reach a level of significance between the EG and CG regarding the application of DWCF in students' writing accuracy. Accordingly, this study recommends for further studies to be conducted regarding the application of DWCF either to confirm the results of the current study or to add new and different results.

This study covered both quantitative and qualitative data regarding exploring the effect of applying DWCF on intermediate students' writing accuracy by applying pre-posttests for both groups and a survey that was designed for the experimental group. The current study did not cover the perceptions of the teachers. A recommendation for further study is to collect data regarding the perceptions of both teachers and learners, in order to have a clearer vision about the application and usefulness of DWCF.

5.6 Conclusion

This study sought to find the impact of using dynamic written corrective feedback (DWCF) on intermediate UAE EFL learners' writing accuracy. The results showed positive findings based on the quantitative data which was gathered from the pre-posttests from both groups. The results showed that DWCF had a positive impact on students' writing accuracy as the data showed difference between both groups in the four writing components (organization, grammar, vocabulary, and mechanics components), yet the significant difference between both groups was only in four

components (organization, grammar, vocabulary, and mechanics components). Additionally, the experimental group had positive perceptions toward the use of DWCF, based on the feedback that they shared via the survey. Moreover, the implications of DWCF were presented in the current study in which DWCF helps teachers to scaffold students' writing accuracy by providing students with frequent corrective feedback that helps them to improve their writing skills. Further, teachers are encouraged to apply DWCF in order to enhance the quality of their students' writing in the areas of organization, grammar, vocabulary, and mechanics.

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Appendices

Appendix A

Rating Scale: Foreign Language (FL) Composition Profile




































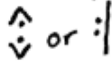





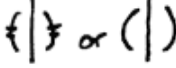
Content	Score criteria
27-30	Excellent to very good: knowledgeable; substantive, thorough development of thesis; relevant to topic assigned
22-26	Good to average: some knowledge of subject; adequate range; limited thematic development; mostly relevant to topic, but lacks detail
17-21	Fair to poor: limited knowledge of subject; minimal substance; poor thematic development
13-16	Very poor: shows little or no knowledge of subject; inadequate quantity; not relevant, or not enough to rate
Organization	
18-20	Excellent to very good: fluent expression; clear statement of ideas; solid support; clear organization; logical and cohesive sequencing
14-17	Good to average: adequate fluency; main ideas clear but loosely organized; supporting material limited; sequencing logical but incomplete
10-13	Fair to poor: low fluency; ideas not well connected; logical sequencing and development lacking
7-9	Very poor: ideas not communicated; organization lacking, or not enough to rate
Grammar	
22-25	Excellent to very good: accurate use of relatively complex structures; few errors in agreement, number, tense, word order, articles, pronouns, prepositions

18-21	Good to average: simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, tense, word order, articles, pronouns, prepositions
11-17	Fair to poor: significant defects in use of complex constructions; frequent errors in agreement, number, tense, negation, word order, articles, pronouns, prepositions; fragments and deletions; lack of accuracy interferes with meaning
5-10	Very poor: no mastery of simple sentence construction; text dominated by errors; does not communicate, or not enough to rate
Vocabulary	
18-20	Excellent to very good: complex range; accurate word/idiom choice; mastery of word forms; appropriate register
14-17	Good to average: adequate range; errors of word/idiom choice; effective transmission of meaning
10-13	Fair to poor: limited range; frequent word/idiom errors; inappropriate choice, usage; meaning not effectively communicated
7-9	Very poor: translation-based errors; little knowledge of target language vocabulary, or not enough to rate
Mechanics	
5	Excellent to very good: masters conventions of spelling, punctuation, capitalization, paragraph indentation, etc
4	Good to average: occasional errors in spelling, punctuation, capitalization, paragraph indentation, etc., which do not interfere with meaning
3	Fair to poor: frequent spelling, punctuation, capitalization, paragraphing errors; meaning disrupted by formal problems
2	Very poor: no mastery of conventions due to frequency of mechanical errors, or not enough to rate

Source: Hedgcock, J., & Lefkowitz, N. (1992). Collaborative oral/aural revision in foreign language writing instruction. *Journal of Second Language Writing*, 1(3), 275–276.

Appendix B

Proofreading Marks of the Most Common Errors in Writing

Proofreaders' Marks	
OPERATIONAL SIGNS	TYPOGRAPHICAL SIGNS
 Delete	 Set in italic type
 Close up; delete space	 Set in roman type
 Delete and close up (use only when deleting letters <i>within</i> a word)	 Set in boldface type
 Let it stand	 Set in lowercase
 Insert space	 Set in capital letters
 Make space between words equal; make space between lines equal	 Set in small capitals
 Insert hair space	 Wrong font; set in correct type
 Letterspace	 Check type image; remove blemish
 Begin new paragraph	 Insert here or make superscript
 Indent type one em from left or right	 Insert here or make subscript
 Move right	
 Move left	PUNCTUATION MARKS
 Center	 Insert comma
 Move up	 Insert apostrophe or single quotation mark
 Move down	 Insert quotation marks
 Flush left	 Insert period
 Flush right	 Insert question mark
 Straighten type; align horizontally	 Insert semicolon
 Align vertically	 Insert colon
 Transpose	 Insert hyphen
 Spell out	 Insert em dash
	 Insert en dash
	 Insert parentheses

Appendix C

Survey of Students' Attitudes and Perceptions of Dynamic Written Corrective Feedback

Dear Students,

Thank you for your cooperation in this study.

In order to benefit more from this study about dynamic written corrective feedback (DWCF), you are strongly encouraged to answer the following questions about your perceptions and experience of applying DWCF in your writing. You are asked to share your feedback about DWCF honestly as your answers will be used for research purposes. Your participation in the survey is voluntary and it will not affect your grades in any way, and your answers will remain anonymous to everyone, including your teacher. You can write as much as you can.

1. What was your view or perception of DWCF before applying it? Did DWCF affect your writing skill? How?

2. What was your favorite part in DWCF that you found most interesting? Why?

3. In your opinion, what was the easiest part of DWCF? Why?

4. In your opinion, what was the most difficult part of DWCF? Why?

5. What was your view or perception of DWCF after applying it?

6. Did DWCF have any effect (positive or negative) on your other language skills (e.g., speaking, reading, listening)? Please specify.

7. Do you like to continue applying DWCF in the future? Why?

The survey was adapted from: Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing*, 20(4), 286-305.

Appendix D

Pretest sample essay 1: Control Group (Student 1)

(Descriptive Essay)

Write an essay (15 lines): Write about Yourself. Describe your family. Describe the place that you live in. Describe your personality. Describe the things you like and dislike. Describe your future plans.

Describing my Self

My name is Hamda, I am 13 years old that goes to Liwa international school. I hate going to school, but the good thing about school that I can meet my friend. I live in Al Ain, my house is huge like an elephant.

I am short like an elf and such a cute girl, and shiny like a skeleton. I have a dark brown eyes, it looks like a wood of tree. My hair is not too long or too short, it's medium, my hair is wavy like a wave ocean. Oh yes, my hobby is drawing, I love to watch anime, so I've always draw anime characters. Whenever I draw, I feel that I am in another world, where is no one in there. Sometimes I feel dull at home, so I start to draw some characters. I have a good memory, I can remember any thing like an camel. And I have a large member of my family, I have 4 brothers and 4 sisters plus me, will be 5 girls, we are 9 children with my mom and dad 12. And I am a smart girl, I always work hard like an ant who works day and night. I am an original girl.

So basically, I am a smart, short, original girl who goes to school and come back to work hard for her future.

Pretest sample essay 2: Experimental Group (Student 2)

(Descriptive Essay)

Write an essay (15 lines): Write about Yourself. Describe your family. Describe the place that you live in. Describe your personality. Describe the things you like and dislike. Describe your future plans.

"Classic Typical Girl In your Neighbourhood"

- People will start to question and ask what's your name? where, you from? How old are you? questions like that to get to know you but beware don't give out specific information, people are ^{SF} to sneaky this days.

- First of all, let's start by saying ^{SF} I love being social ^{Gr.} love making new friends, if I was nt social for at least

One day I feel like my day was gloomy ^P I feel like I didn't accomplish anything, Also, people compliment me because of my eyes ^P "mashallah" and I love being Sarcastic ^C that's one of my habits that I love about myself.

However, my dislikes are unbelievable ^C hate bananas ^P the sound of it makes me want to puke ^C "ew" the texture is just disgusting ^P and I hate cucumbers ^C when people eat them they make weird and funky noises which is yucky "ew". On the other hand, I love Su-ni ^{SF} the flavor makes me want to cry is delicious, warms my heart and many more I can't explain.

- Moreover, I love myself and everything about me.

Posttest sample essay 2: Control Group (Student 1)

(Persuasive Essay)

Write an essay (15 lines): Cell phones should never be used in school. Why shouldn't you have your cell phone in school? What are the negative effects of having phones in schools? What are the reasons beyond banning cell phones in schools? Can cell phones affect your study?

Mobile Phones Should not be allowed in Schools

Why 'Students should not be allowed to bring mobile phones in school. Many students started asking why mobile phones should not be allowed in schools. There are two things why it's not allowed. First, students will not ^{sp}concentrate ^{and} second, it can't help them in life.

First, students will not concentrate during lessons, ^pit will have a bad effect ^{ww}for students. Mean while, students will have a low level which will ^{sp}effect them in the ^{sp}future. It also effect students behavior.

Second, it can effect students life, ^cmobile phone can change their behavior which can't help them in their life. Students should work hard ^{sp}instead of wasting their time by ^{Gr.}play with their mobile phone in school.

I agree that mobile phones should not be allowed in schools, but mobile phones can be useful for important things, ^{Gr.}it can save people life, ^cif their was a problem in school, mobile can save them by calling 999. ^{Gr.}but ^{Gr.}know ^{Gr.}days, ^pstudents would not care about this things, ^pthey use it for a waste of time.

Students should never bring mobile phone in school, ^cit can effect their life from good to worse, ^p

Posttest sample essay 2: Experimental Group (Student 2)

(Persuasive Essay)

Write an essay (15 lines): Cell phones should never be used in school. Why shouldn't you have your cell phone in school? What are the negative effects of having phones in schools? What are the reasons beyond banning cell phones in schools? Can cell phones affect your study?

Mobile Phones Should Not be Allowed in School

Are mobile phones important to use in school?

In my opinion, mobile phone should not be used ~~in~~ during school hours. ^{ww} MORE OVER, some students will not focus in class therefor, mobile phones will put the ~~students~~ students in serious problem if they did anything wrong, the school would be at risk.



One of the ^{Co.} reason is that students will get distracted in using ^{Sp} ~~their~~ mobile phones. for example: the teacher is explaining something important, and one of ^{Co.} student is chatting with her friends that were absent. Durin the exam p she didn't know the part that the teacher was explaining at the time she was chatting with her friends.

^{ww} But students ~~are~~ should have their mobile phones incase of an emergency. If ^{Sp} their were any emergencies, the students should inform thur teachers, ^{Sp} super visor or social workers.

In summation, mobile phones are not important to have around school hours. In my opinion, mobile phones are just distraction for students. Schools administration should not allow students to bring mobile phones to school.

Appendix E

Letter of Permission

 <p>دائرة التعليم والمعرفة DEPARTMENT OF EDUCATION AND KNOWLEDGE</p>	
Date: 11/03/2019	التاريخ : 11/03/2019
To: Private Schools Principals	الساده / مديري المدارس الخاصة المحترمين
Subject : Letter Of Permission	الموضوع : تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،
The Department of Education and Knowledge would like to express its gratitude for your generous efforts and sincere cooperation in serving our dear researchers.	يطيب لدائرة التعليم و المعرفة ان تتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة و التعاون الصادق لخدمة ابنائنا الباحثين
You are kindly requested to allow the researcher / اسراء اليوسف/ to complete his research on:	و نود اعلامكم بموافقة دائرة التعليم و المعرفة علي موضوع اسراء اليوسف / الدراسة التي سيجريها الباحث بعنوان:
The Impact of Dynamic Written Corrective Feedback on UAE EFL learners' Accuracy	The Impact of Dynamic Written Corrective Feedback on UAE EFL learners' Accuracy
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your resoected schools.	لذا يرجى التكرم بتسهيل مهام الباحث و مساعدته علي اجراء الدراسة المشار إليها
For Futher information : please contact Mr. Helmy Seada on 02/6150140	الاستفسار : يرجى الاتصال بالسيد / حلمي سعد علي هاتف 02/6150140
Thank you four ur cooperation. Sincerely yours,	شاكرين لكم حسن تعاونكم و تفضلوا بقبول خالص الاحترام و التقدير
 <p>أ.د. مسعود عبد الله بدري مدير وحدة البحوث والتخطيط وقياس الأداء</p>	
<p>PO Box 36005 Abu Dhabi, United Arab Emirates T +971 (0)2 615 0000 F +971 (0)2 615 0602 E info@adec.ac.ae</p>	